

“DO YOU NEED ENGLISH IN YOUR JOB?” SELF-EXPERIENCE FROM THREE INDONESIAN ALUMNI OF NON- ENGLISH DEPARTMENT

Shohiyah Shobaha¹⁾, Abdullah Syarofi²⁾

^{1,2}Universitas Sunan Drajat Lamongan

Komplek PonPes Sunan Drajat, Banjarwati, Paciran, Lamongan, Jawa Timur, Indonesia

¹E-mail: shohiyahshobaha@unsuda.ac.id

²E-mail: abdullahsyarofi@unsuda.ac.id

Abstrak

Sudah menjadi pengetahuan umum bahwa semua perguruan tinggi di Indonesia menjadikan bahasa Inggris sebagai mata kuliah wajib yang harus dipelajari untuk meningkatkan kualitas lulusan sehingga mereka dapat bersaing di karir masa depan. Studi ini bertujuan untuk mengetahui persepsi tiga alumni Indonesia dari jurusan non-bahasa Inggris tentang pembelajaran bahasa Inggris di universitas dan perspektif mereka tentang penggunaan bahasa Inggris di tempat kerja berdasarkan pengalaman mereka sendiri. Studi ini menggunakan desain penelitian naratif dan data dikumpulkan melalui wawancara semi-terstruktur. Selanjutnya, data yang ditemukan dianalisis secara deskriptif. Hasil studi ini mengkonfirmasi bahwa ketiga partisipan pada dasarnya memiliki kesadaran tentang pentingnya bahasa Inggris untuk karir masa depan mereka sejak mereka masih kuliah, namun perspektif positif mereka berubah menjadi sedikit negatif karena mereka merasa tidak puas dengan pengajaran bahasa Inggris di perguruan tinggi dalam hal materi yang diajarkan dan metode yang diterapkan. Namun, perspektif positif mereka tentang pentingnya bahasa Inggris di berbagai sektor diperkuat oleh pengalaman nyata mereka setelah memasuki dunia kerja. Hasil studi ini diharapkan dapat memberikan wawasan baru bagi mahasiswa yang masih berada di tahun akademik tentang urgensi belajar bahasa Inggris meskipun mereka tidak mengambil jurusan bahasa Inggris dan diharapkan dapat menjadi umpan balik bagi dosen bahasa Inggris yang mengajar di jurusan non-bahasa Inggris untuk melakukan perbaikan metode dan materi pengajaran. Studi mendatang diharapkan dapat dilakukan untuk menyelidiki perbandingan kebutuhan bahasa Inggris antara alumni fresh graduate dan alumni yang berpengalaman.

Kata Kunci: kemampuan bahasa inggris, tempat kerja, jurusan selain bahasa Inggris

Abstract

It is truthfully common that all colleges in Indonesia put English as the compulsory subject that must be learnt to improve the quality of alumni which enable them to compete in their future career. This study aims to find the perception of three Indonesian alumni of non-English department on English learning in university and their perspective on the use of English in their workplace based on their current self-experiences. This study employed a narrative inquiry design while the data were collected by using semi-structured interviews. Lastly, the data found were descriptively analyzed. The result of the present study confirms that three participants basically have awareness about the importance of English for their future career since they were in academic years, but their positive perspective turns to be slightly negative since they feel unsatisfied with the English teaching at college in the term of the materials taught and the method applied. However, their positive perspective about the importance of English in various sectors is strengthened by their real experience after coming to the career life. The result of this study is expected to give the new insight for students who are in the university-academic years about the urgency to learn English even though they are not majoring at English department and hopefully can be feedback for English lecturers who teach in non-English major to do improvement of teaching method and materials. The upcoming study expectantly can be conducted to investigate the comparison of the English needs between fresh graduate alumni and experienced alumni.

Keywords: English mastery, workplace, non-English department

1. INTRODUCTION

English has become international language which is important to learn in various aspects of life, including education, bussiness, and technology. Good English skill is the key to increase the competitiveness and open the broader opportunities in the global market. Seeing that phenomenon, Indonesia, as a developing country, has also recognized the importance of English language skills and has done many efforts to improve the English skill of Indonesian students which enable them to involve in the global competitiveness. In Indonesia, English language learning has been an integral part of the formal education system from elementary school to university.

Specifically, English language education in Indonesia is not only limited to formal settings but also it is developed in non-formal settings. In the term of non-formal settings, it is clearly proven by so many English course institutions in Indonesia that have been founded to meet students' need of English mastery. It indicates that awareness of the importance of English has rapidly increased among the community.

While in the formal setting, the government of Indonesia has incorporated English language education into its national curriculum, from elementary school to university level. In the higher education level, the position of English subject holds the important part to be included in the compulsory subject that must be taken by university students from all departments. According to Law Number 12 of 2012 on Higher Education (Article 35-36) and Government Regulation Number 4 of 2022 (Article 40 paragraph 6), General Compulsory Courses (MKWU) that must be included in all majors of Indonesian universities are the courses related to character formation, critical thinking skills, and effective communication skills.

Furthermore, although the Decree of the Directorate General of Higher Education Number

84 of 2020 on guidelines for implementing compulsory courses in higher education curricula does not specifically mention English as compulsory course like Pancasila and Citizenship Education or *PPKn*, Religious Education, and Indonesian Language, English course is generally still included in the curriculum of every major in Indonesian universities as a compulsory or supporting course because it covers the aim of gaining the effective communication skill based on what has been mentioned by the regulation above. However, the implementation of English courses can vary depending on the policies of each university and major.

In a nutshell, English course in Indonesian universities have a strong legal basis. The implementation of English course for all majors in Indonesian university brings mission to answer the students' motivation to master English. Kholili & Febrianto (2024), in their research, found that the willing to gain better job in the future is one of motivations that students of higher education have to achieve English communication mastery. It can not be denied that the idea of having the good English skill to help someone in getting better job is mutual agreement in this age of globalization. It is also confirmed by Garner (2012) who said that one of the factors which determines the easiness to get a job is English skill.

Besides the students' motivation to learn English in higher education mentioned above, implementing English course for all majors of university, in the real practice, does not always run smoothly. There are two inhibiting factors encountered by the students of non English department in learning English, namely internal factors and external factors. The internal factors cover the laziness to memorize English vocabularies, the difficulty to understand some English grammatical rules, and lack of self-confidence to practice English speaking while the external factor involves the non-supporting environment to use English in daily

communication because the students are not from English major that has been really familiar with English communication in their daily life (Rahmaniah & Asbah, 2019).

To respond various challenges happened during learning English activity in the university, each higher education institution absolutely has done many efforts to overcome those problems, such as improving the English learning method and strategy (Azisah et al., 2024; Mubarak & Rofi'ah, 2022). But, above all efforts done, there is big question comes up whether English that the students are obligated to take in their academic years is really useful for their life after coming to the workplaces. A number of previous studies have conducted to answer that crucial question.

Annisa et al., (2023) conducted study toward the workers of one of property offices in South Sulawesi and found that the English skill owned by the workers tremendously affects their performance to accomplish the assignment in office. The similar study was also conducted in business field which shows that the English proficiency hold the significant role to augment the business income through wider business transaction (Agustina et al., 2024). Furthermore, in field of education, the globalisation era also demands education sector to do some improvement to enhance the quality of teaching and learning system. The use of English as medium interaction has been widely employed by numerous schools in Indonesia. That situation definitely shows that teachers, from all subjects, are also demanded to own the basic English knowledge to support EMI program (Helmi et al., 2023).

Those previous studies represent the broad description about the superiority of English skill in the various fields of job that become the basic reasons why all students of university, who are not limited by their major, have obligation to attend the English course conducted by each study program. It is strengthened by many more studies, within recent 5 years related to the

current topic, which show the similar results (Hidayat, 2024; Abbas et al., 2021; Alamsyah et al., 2024; Puji Hastuti et al., 2025; Muthu Deepa et al., 2023).

However, many previous studies conducted only discussed about the perspective of English teaching and learning in university and usage of English in different kind of journals. This current study aims to fill the gap by combining those two discussions into one paper by showing the empirical current experience from three alumni of one of universities in Indonesia, who have different sectors of job, about whether English that they learnt in their previous academic years is beneficial in their workplace currently or not. This study is formulated to answer the research questions about how the perception of three Indonesian alumni of non-English department on English learning in university is and how the perspective of three Indonesian alumni of non-English department on English use in their workplace based on their current self-experiences is.

2. METHOD

Narrative inquiry research design by using semi-structured interviews based on Clandinin (2013) was employed in this current study. To avoid the subjectivity in drawing the result of study, the researchers chose more than one participant to get more comparative, comprehensive and various insights as the principle of using data triangulation in qualitative research.

The participants were chosen randomly from one of the first author's student who graduated years ago; Nadia, then Nadia selected two of her friends (Eli and Arifia) that graduated from the same major, university and academic year that have different kind of jobs at present. Nadia is a religion teacher; Eli is an employee of department store, and Arifia is a business woman on online platforms. Different variety of jobs were employed to enrich the result of this study

in order to give the big view for the students of university who are still in academic year at the moment about the benefit of learning English in their class even though they are taking non-English major.

Due to the participants are alumni, for sure, they have lived in different cities and separated one another to do their own jobs. So, the interview was done via *WhatsApp Voice Note* to get the broad story of their experience.

Firstly, the authors interviewed by giving some guideline questions, then the interview flew into the natural stories of their experiences of learning English in their previous university and their experience in the workplace. Then, they finally drew their real feeling in facing the fact about the use of English in their workplace. In the end of their story, they similarly had tendency whether English subject is worth to be taught in non-English major or not based on their experience.

The data got were analyzed and to confirm the credibility of the analysis, the member-checking was also engaged.

3. RESULT AND DISCUSSION

The result of this study was separated into two parts of subjects based on the purpose of this study;

Learning English in non-English Department

It is common pattern that university students will get English class even though they are not majoring at English. Nadia, Eli, and Arifia clearly described their perspective on their English learning experience in university from their voice;

Nadia's Perspective on English Learning at Higher Education

Learning English in university is the interesting topic to talk. Ideally, the students must attend the English subject at the 1st and 2nd semester of their academic years. Nadia described her experience through her voice:

"..... I learned English in my university when I was in 1st and 2nd semester. Firstly, I was excited to join English class in my university because I wanted to improve my English. I have ever taken English course in Pare for three months before attending university, so by attending English class in university, I really hoped that I would not forget the English lesson that I got from Pare"
(Researcher Translation)

Nadia exhibited her feeling by saying that she was so excited to join English subject in university because she basically likes English. She said that she has ever taken an English course in Pare for three months before she attended university. Nadia's story indicates that she already got awareness about the importance of English for her life. Continuously, she also realized that learning English is unstoppable process, so she was willing to keep improving her English after being a university student even though she did not take English department for her major. Above all her willing and hope, she unfortunately faced the fact that was far different from her imagination after she went through the process of learning English in university,

"But, after attending university, I felt that my English did not improve even a bit because in my opinion, learning English in university is not really effective. We just got English course once a week in university and I thought that most of my friends were not spirit to study English. I did not have any partners to practice my English in university either. I just got improvement from Islamic boarding school because my dormitory is English area. As a functionary of dormitory, every morning I have to teach English for my juniors. It really helps me to keep improving my English through teaching them." (Researcher Translation)

Nadia continued her story by saying that her excitement to join English course in

university gradually reduced because she thought that learning English in university is not effective due to the limitation of time. In university, she just got English subject once a week, and she felt that she did not get any improvement from her university English class. Nadia also determined that her less-improvement of English skill was coming from the external factor. Most of her friends were lazy to join the university English course, so she did not have any partner to practice her English. She felt that her surrounding showed unsupportive condition.

Getting little bit unsatisfying experience of learning English in higher education, Nadia was still thankful of staying in Islamic boarding school since she was senior high school to higher education level. Her Islamic boarding school has some English dormitories that provide English morning program. As university student, Nadia took part as a functionary of dormitory and had an obligation to teach her juniors, the students of senior high school, in English morning program. Through her teaching experience, she got opportunity to improve her English skill and kept remembering the English materials that she got from Pare.

In the middle session of interview, Nadia expressed her wish about teaching and learning English in higher education by stating;

"However, I still hope that the students of non-English department do not only get English course in the 1st and 2nd semester because I think that English skill is very useful in this era. The need of English is not limited by the major that we take. I also hope that the method of English teaching applied in university should be able to encourage the students to be more active in speaking rather than make students silent and listen to the lecture merely." (Researcher Translation)

However, Nadia still hopes that English course in higher education is not only carried out at the beginning of academic years. She also

suggests that the method of English teaching and learning in university should be improved to make the students to be more active for practicing their English due to the importance of English communication skill for their future life.

Eli's Perspective on English Learning at Higher Education

Studying at the same college as Nadia, Eli has a bit similar perception about learning English in university. She described her memorable experience through her voice;

"In the semester 1 and 2, I got English class in my university. I realized that English is important for my future life then. But I just did not know how to start learning it seriously, I just felt that English is difficult subject to learn based on my experience since I was elementary school. I even did not understand when my lecturer spoke English in the class. It is the big reason why was not really interested in joining English course in university." (Researcher Translation)

Through the voice note, Eli talked about her experience of learning English in general. She stated that since she studied English in elementary school till higher education, her perception that English is difficult subject has not changed a bit. Eli even did not understand any single word that her lecturer spoke in the class. The situation that she faced at the moment made her awareness at the importance of learning English turn into despair.

Eli, furthermore, told that she preferred to focus on learning subjects that directly have relation to her major rather than focusing on the English subject that was only carried out once a week. It was stated by her in the interview;

"As I remember, I just got English subject once a week for 2 semesters. It was so hard for me, so I prefer to focus on the courses that were related to my major." (Researcher Translation)

Arifia's Perspective on English Learning at Higher Education

The perception of students about learning English in university is frequently diverse. Arifia has different interpretation about her English learning experience during her academic years compared with her two friends, Nadia and Eli. Arifia shared her perspective through her voice;

"Talking about English, I actually learnt English by autodidact. I liked listening to English music and watching English movies since I was in the second year of my senior high school, and I improved my understanding about English in my university. In university, I got grammar lesson which made me understand about the structures of sentences that I got from the lyric of song or the movie that I watched". (Researcher Translation)

Arifia said that she got improvement from her two semester-English class in the term of Grammatical knowledge. Basically, Arifia has the same tendency like Nadia who has personal interest to learn English, but both of them have different method of learning. Arifia learnt English by autodidact through her hobby of listening English song and watching English movie while Nadia learnt English by attending English course in Pare and staying at English dorm.

"I hope that English course in university not only provides grammatical materials but also speaking materials. Based on my experience, most of my friends were not able to speak English at all at that time." (Researcher Translation)

Finally, Arifia really hopes that English teaching and learning in university is not only focused on learning about grammar but also learning how to speak English. The students of non-English department fundamentally found difficult time to speak English because they do not have many partners who concern on improving their English skill like how the

students of English department do, so they really need English teaching method which encourage and allow them to speak up more and more.

The use of English in the Workplace

This section tries to recap what has been told by the participants through the interview about their experience of using English in the workplace.

Nadia's experience – I need English in my teaching activity

The benefit of English to the world of work is undoubted. Many studies have proven how English skills (reading skill, writing skill, speaking skill or even listening skill) really affect the employment in this age of globalization. Nadia, one of the alumni of non-English department, has experienced herself about the usage of English in her current workplace after graduating from higher education many years ago. She described her experience during the interview conducted;

" Now, I am teaching in Elementary School. This elementary school is under one of oil-palm company foundations. Here, I teach religious lesson based on my background of study, but my job really demands me to be able to master English. Because I teach in the school which is under a company, so many English words used in daily affairs such as correspondences that mostly used English. Moreover, this school does not have English teacher who is from English department so I am sometimes asked to substitute English teacher who is absent in the class because they know that I have basic of English skill. Here, the 4th grade students already use laptop as learning media, surely, they are demanded to understand English words to operate the laptop." (Researcher Translation)

Nadia's story above clearly gives us description about how English skill works in the job life. Having English skill helps people to

survive in this modern era even though they are not from English department. As religious teacher, Nadia feels that her English skill is very useful to run every business in the school such as substituting the English teacher who does not attend the class and help the students to understand some English words when they operate the computer. Through Nadi'a experience, it is known that several cases of emergency condition, non-English teachers are also potentially forced to teach English in the class though they are not from English major as long as they have good capability of English.

Nadia added her story excitedly by saying that her teaching experiences that she got from Islamic boarding school is very useful for her life nowadays. She feels that she can be more confident to teach her students and get more various teaching methods because she has experienced to teach her junior in her previous dormitory.

"I am really thankful that I had to teach my juniors when I stayed in Islamic boarding school. That teaching experience really helps me to build my confidence in teaching right now." (Researcher Translation)

"Besides teaching in the school, I also open English course to accomplish students' need of English proficiency." (Researcher Translation)

Above all her wonderful experience with her English skill, Nadia also told that she opens the English course in the afternoon for her students who want to concern on improving their English skill. It indicates that having more than one skill is not always that bad. Conversely, having many skills allows us to develop and be useful for wider society.

Eli's experience – I need English to operate the technology

After knowing that English is required in educational field constructed from the preceding experience of Nadia. Eli, who has job in

department store, describe how English used in daily action of her work. She told her experience from her voice;

"As an employee of department store, I actually must not be able to speak English because I don't need to use English to communicate with costumers. They just use local language to communicate but when I am asked whether I need English in my job or not, however I will answer that I need English because many English words and interactions used in computer that I must operate." (Researcher Translation)

Based on the result of interview conducted, Eli told that during she does her work, she does not need to use English in her daily communication to serve the customers of department store because the costumers use local language to communicate. Continuously, Eli stated that she finds the need of English to understand the meaning of English words when she operates the computer to run her job. The experience in workplace that Eli gets is the broad picture of what students hope to get when they learn English. One of the purposes owned by many English students is not only mastering English for communication but also mastering English reading skill connected to the English vocabularies which are usually engaged in technology.

The analysis of students' needs to improve vocabularies in order to run the technology easily and quickly is truthfully still found in this era of technological advance according to Eli's story even though the people nowadays can be very easy to access the meaning of English words via application like *google translate* without facing the hard time to learn English. That situation definitely makes Eli do self-reflection about her current experience of working and her previous experience of learning English in university. She shows her regret feeling through her voice;

"Sometimes, I feel regret why I was not really serious to study English when I was still in academic years. I just felt English is difficult lesson without trying to do more efforts to kill that opinion. After facing the real life, in the era of technological advance, I feel that having good English skill can help us to do the job quickly. Now, everytime I found English words on computer, I need to open google translate first, and it kills the time."
(Researcher Translation)

Arifia's experience – I need English to run my online business

This part explains the need of English based on what has been through by Arifia in her job world. She expressed via her sound;

"I have a business on e-commerce. Surely, English is useful for me to run my business. I often use English words or sentences to promote my product in social media to make my product more credible through media promotion. I also have a target to enlarge my business not only in Indonesia but also in other countries." (Researcher Translation)

It is undoubted that business world, nowadays, demands people to master English in order to engage with modern era. Exactly, to run the business more widely, the businessmen should be able to use international language to expand their business networks. It is in line with Arifia's experience which shows that she needs English to promote her products in e-commerce.

"I am really thankful because the grammatical lessons that I got from university helps me when I write a caption or product description on my business platform."
(Researcher Translation)

In this case, Arifia shows different feeling from Eli who showed her regret. On the contrary, Arifia stated her grateful feeling because she got many grammatical materials from her English course in university. The grammatical materials

that she got help her to produce the good structured English sentences to describe and promote her product via online platform. The ability of producing the good and interesting sentences of captions can potentially attract the costumers to stalk the product then finally buy it.

DISCUSSION

Learning English in non-English Department

This research shows that teaching and learning English in university remains various impressions based on their experience.

The informants of this research, Nadia, Eli, Arifia, generally have the positive attitude to the English teaching and learning as a compulsory course at college. Those impressions were drawn from their perspective that in this modern era the need of English has been generated to all sectors of life. That result emphasizes the positive result of previous study which was specifically conducted to examine how the non-English majored students' respond toward the English course as compulsory lesson is (Bahar & Husain, 2021).

Simply, based on the result of interview, it is found that three of informants already got awareness about the urgency of learning English even though they did not take English as their academic major. Unfortunately, their positive attitude had to meet the fact that was different from their expectation. In the term of teaching method and material, the English teaching and learning in higher education, based on what they have been through, is not really effective to improve their capability of English-speaking skill because the materials merely focused on grammar.

Speaking skill is one of the important English skills that should be mastered by students to assist their success in this modern era. Having good English communication skill gives more opportunities for students to enlarge their connection in the worldwide (Riski, 2023). However, learning to speak English is not always

a piece of cake. There are various factors that possibly inhibit the success of learning English speaking, namely internal factor and external factor.

The internal factor is the factor which comes from one's self such as the lack of students' motivation to learn while the external factor covers the things that come from out of one's self. Learning environment is one of the external factors which greatly determines the success of English-speaking learning (David Andrian et al., 2023). Nadia, Eli, and Arifia experienced it much when they were in their academic years of higher education. Students from non-English major, based on their story, mostly did not have enough basic skill of English speaking that enables them to practice speaking with their friends at college. Even worse, the method of English teaching in the university did not really concern on improving students' speaking skill. Nadia, Eli, and Arifia felt that their university environment did not support them to do improvement in their speaking skill because they did not have any chance to practice in the class, and did not have supporting partner to practice either.

Furthermore, as the students of non-English department, Nadia and Arifia still hope that English course in university is not only taught in early semester. Their wish arises because they have realized about the importance of English for their future life. Rokhyati (2018) emphasized the advantage of learning English in college by highlighting the need of mastering foreign language in order to prepare the students to face the competition of future career life in this globalization era. Rokhyati (2018), in her study, also criticized why English lesson is only given in a small portion and minor credit in university. That English lesson is only given in 1st and 2nd semester of academic years is absolutely contrast with how large the need of English mastery in the career life.

The use of English in the Workplace

The result of interview shows that Nadia, who is working in educational field as well as Eli and Arifia, who are working in business field have experienced the benefit of English skill in their workplace. In educational field, the school that uses English as Medium of Instruction definitely demands the teachers, even non-English teachers, to have English skill (Amalia & Rut, 2024).

Besides teaching activity in the school, Nadia told that she opens English course to accomplish students' need of English proficiency. Lesia et al., (2021) stated that learning English in early age is needed based on the perceptions of teacher and parents that were found from their study. Teacher and parents agree that young age is the golden to start learning English as foreign language due to the need of English in many fields, particularly to prepare the English young learning in facing the competition of job world in their future. The parents are demanded to find many alternatives to make their children master English. Therefore, teachers also must have the full awareness to complete their skills with English proficiency to answer the needs of students. In several cases of emergency condition, non-English teachers are also forced to teach English. Nadia, in her own experience, proves that she is needed to help her students to master English even though her major is not English.

After knowing that English is required in educational field constructed from the preceding discussion. Eli, who has job in department store, described that English, particularly in business field, is very useful to operate the technology. Continuously, Eli stated that she finds the need of English to understand the meaning of English words when she operates the computer to run her job.

The experience in workplace that was got by Eli is broadly the picture of what students hope to get when they have motivation to learn

English. One of the purposes owned by many English students is not only mastering English for communication but also mastering English reading skill connected to the English vocabularies which are usually engaged in technology (Andas et al., 2021; Rifiyanti & Dewi, 2022). The analysis of students' needs to improve vocabularies in order to run the technology easily and quickly is truthfully still found even though the people nowadays can be very easy to access the meaning of English words via *google translate* without facing the hard time to learn English.

Furthermore, Eli told that during she does her work, she does not need to use English in her daily communication to serve the customers of department store because the costumers use local language to communicate. That result shows the contradiction with the prior studies which told that to face the technological advance, the expertise of English communication is certainly needed (Christinawati & Ganesha, 2019).

In the contaxt of business, English skill is also needed to run the business more widely, the businessmen should be able to use international language to expand their business networks. In line with Arifia's experience which shows that she needs English to promote her products in e-commerce. The need of English in business world is not limited by one definite skill that should be possessed by a businessman but in this era of technological advance, a businessman is commanded to lead all English skills including the mastery of English words (Rafafie, 2021). The skill of English vocabularies is very advantageous to support a businessman to do many varieties of business activities like promoting the products or serving the customers. Even though, Haj Mohamad & Tilfarlioğlu (2023) found many challenges should be faced by businessmen from non-English speaking countries when they are willing to acquire English to support their business action.

4. CONCLUSION

This current research describes the perspective of students of non-English department about English as compulsory subject in higher education and the need of English in workplace based on the experience of three alumni in their workplace. The results of this study visibly show that three, Nadia, Eli, and Arifia, basically have awareness about the importance of English for their future career since they were in academic years, but their positive perspective turns to be slightly negative since they feel unsatisfied with the English teaching and learning at college in the term of the materials taught and the method applied. However, their positive perspective about the importance of English in various sectors, including education sectors and business sector, is now experienced by themselves in their real career life after many years they graduated from higher education. The result of this study is expected to give the new insight for all students who are in the university-academic years about the urgency to learn English even though they are not majoring at English department because the need of English has expanded to any kind of job sectors. In addition, the finding of this study can hopefully be feedback for English lecturers who teach in non-English major to do improvement in the term of teaching method and materials. Lastly, the future researchers are projected to conduct the study about the comparison of the English needs between fresh graduate alumni and experienced alumni.

5. REFERENCE

- Abbas, F., Rana, A. M. K., Bashir, I., & Bhatti, A. M. (2021). the English Language Proficiency As a Global Employment Skill: the Viewpoint of Pakistani Academia. *Humanities & Social Sciences Reviews*, 9(3), 1071–1077. <https://doi.org/10.18510/hssr.2021.93106>
- Agustina, V., Thamrin, N. R., & Oktoma, E. (2024). The Role of English Language Proficiency in the Global Economy and Business Communication.

- International Journal Administration, Business & Organization*, 5(4), 82–90.
<https://doi.org/10.61242/ijabo.24.423>
- Alamsyah, A., Santosa, S., Darmawan, R., Mutaat, M., & Ningsih, F. (2024). The Role of English in Employment Context: the Case of Indonesian Chinese Company. *Jurnal Pendidikan Bahasa*, 13(1), 10–29.
<https://doi.org/10.31571/bahasa.v13i1.7270>
- Amalia, R., & Rut, W. M. (2024). The Impact of English as a Medium Instruction (EMI) on English Language Skills Development in Business Administration Students ARTICLE LICENCE. *ELS Journal on Interdisciplinary Studies in Humanities*, 7(2), 2024.
<https://doi.org/10.34050/elsjsh.v7i2.35249>
- Andas, N. H., Karman, K., & Muliyadi, M. (2021). a Need Analysis of Learning English for Computer Science Students. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 8(2), 68–83.
<https://doi.org/10.36706/jele.v8i2.15405>
- Annisa, K., Luhriyani, S., & Samtidar, A. (2023). The Influence of Employees' English Skills to Their Work Performance. *International Journal of Business, English, and Communication (IJoBEC)*, 1(2), 45–52.
- Azisah, R., Awalia, R., & Afifah, I. (2024). *Non-English Students' Strategies in Improving*. 7(2), 479–487.
- Bahar, B.-, & Husain, D. (2021). Non-English Major Students Perception Toward the Teaching of English as a Compulsory Subject. *New Language Dimensions*, 2(1), 35–40.
<https://doi.org/10.26740/nld.v2n1.p35-40>
- Christinawati, S., & Ganesha, P. . (2019). The Importance of English Proficiency to Face Revolution Industry 4.0. *Jurnal TEXTURA*, 6(1), 64–73.
- Clandinin, D. J., & Caine, V. (2013). Narrative inquiry. In *Reviewing qualitative research in the social sciences* (pp. 166-179). Routledge.
- David Andrian, Mohammad Kurdi Wijaya, & Mariyatul Kiptiyah. (2023). The Factors of Speaking Difficulties in New Students' of English Education Department. *SELL (Scope of English Language Teaching, Linguistics, and Literature) Journal*, 8(2), 109–119.
- <https://doi.org/10.31597/sl.v8i2.983>
- Directorate General of Higher Education Decree Number 84 of 2020 on Guidelines for Implementing Compulsory Courses in Higher Education Curricula
- Garner, E. and V. P. (2012). *Hiring the people you want* (Vol. 260).
- Government Regulation Number 4 of 2022 (Article 40 paragraph 6)
- Haj Mohamad, S., & Tilfarlioğlu, F. Y. (2023). An Analysis of The Role of English in Business Fields in Non-English- Speaking Countries (A Case Study). *Journal of Education and Training Studies*, 11(2), 35.
<https://doi.org/10.11114/jets.v11i2.5810>
- Helmi, S., Tiarina, Y., & Zainil, Y. (2023). *The Implementation of English as Medium of Instruction: Teacher Perception in Senior High School* (Issue Icoelt 2022). Atlantis Press SARL.
https://doi.org/10.2991/978-2-38476-166-1_20
- Hidayat, M. T. (2024). English Language Proficiency and Career Opportunities: Perceptions of Indonesian University Graduates. *Language Value*, 17(1), 85–107.
<https://doi.org/10.6035/language.v.7933>
- Kholili, A., & Febrianto, A. R. (2024). Understanding non-English Major's Students' Motivation in Learning English via Photovoice: Insights from Tertiary EFL Students. *EduLangue*, 6(2), 150–166.
<https://doi.org/10.20414/edulangue.v6i2.8792>
- Law Number 12 of 2012 on Higher Education (Article 35-36)
- Lesia, E. S., Petrus, I., & Eryansyah. (2021). Teaching English for Young Learners in Elementary School: Perceptions and Strategies. *International Journal of Elementary Education*, 6(1), 142–148.
<https://dx.doi.org/10.23887/ijee.v6i1>
- Mubarak, T. A., & Rofi'ah, S. (2022). Problems in learning English of non-English department students. *Journal of Applied Studies in Language*, 6(2), 161–166.
<http://ojs2.pnb.ac.id/index.php/JASLhttp://ojs2.pnb.ac.id/index.php/JASL>
- Muthu Deepa, M., Lilly Golda, T., Ahamed Meeran, J., Sivalanka, V., & Shanmuga Priya, P. (2023). The Role of English Language Proficiency in Career Advancement: A Review of Empirical

- Studies. *Journal of Harbin Engineering University*, 44(8), 1293–1300.
<https://orcid.org/0009-0002-1133-5984>
- Puji Hastuti, D., Mirani Desi Pratama, R., & Ika Agustianingrum, C. (2025). *Role of English Fluency on Job Seekers' Perspective in West Jakarta*. 206–216.
<https://journal.iaimnumetrolampung.ac.id/index.php/jed>
- Rafafie, I. N. (2021). The importance of English in business as a business management student. *Journal of Education for Business*, 96(2), 111–119.
- Rahmaniah, R., & Asbah, A. (2019). The Speaking Difficulties Encountered by Non-English Students in Language Classroom. *Linguistics and Elt Journal*, 5(1), 22.
<https://doi.org/10.31764/eltj.v12i2.749>
- Rifiyanti, H., & Dewi, D. U. (2022). Need Analysis on English for Computer and Technique. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, 13(2), 135–143.
<https://doi.org/10.37640/jip.v13i2.1015>
- Riski, H. (2023). Improving Student'S Speaking Skills by Having a Conversation with a Native English Speaker in Campus. *ELS Journal on Interdisciplinary Studies in Humanities*, 6(4), 2023.
<https://doi.org/10.34050/elsjish.v6i4.32496>
- Rokhyati, U., Wijayati, R. D., & Effendi, M. S. (2018). Designing TPACK-based model for Teaching TEFL: A Need Analysis. *iTELL (Indonesia Technology Enhanced Language Learning) Conference*, 233-240.